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ABSTRACT

A survey was conducted of students who left John Tyler Community College (JTCC) after one or more quarters of attendance. The purposes of the study were to establish the students' primary goals for enrolling, evaluate whether their goals were achieved, identify the reasons for their withdrawal, ascertain their current activities, and determine whether they planned to return to JTCC in the future. A total of 1,843 students identified as non-returning between winter and spring of 1986 were surveyed. Study findings, based on a 46% response rate, included the following: (1) in relation to their representation in the student population as a whole, a high proportion of part-time students dropped out; (2) male students tended to drop out at a higher rate than females; (3) the percentage of non-returning students by ethnic status and by residence was proportionate to that of the total student enrollment; (4) unclassified students accounted for almost three-fourths of all students who dropped/stopped out; (5) the programs having the largest attrition rate were auto diagnosis, building construction, career studies, data processing, general studies, and welding; and (6) over three-fourths of the non-returning students had earned less than 16 cumulative credit hours. The survey instrument is appended. (EJV)

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WHERE HAVE ALL THE STUDENTS GONE?

A Study of Student Attrition
at
John Tyler Community College

Winter 1986 to Spring 1986

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The Office of Institutional Research
September, 1986

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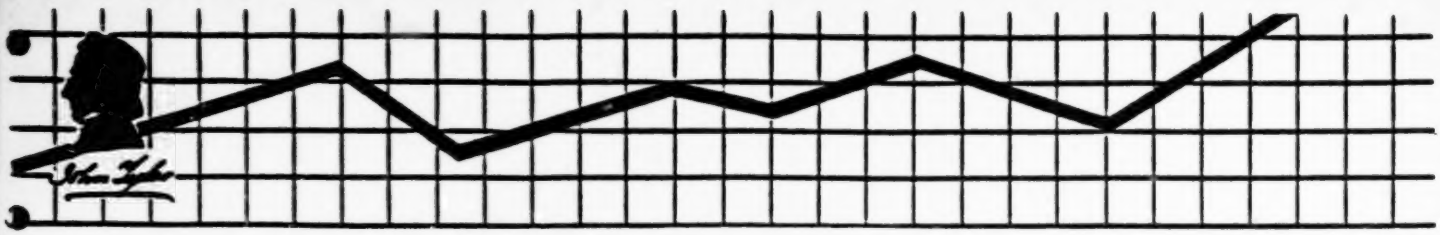
EXECUTIVE SUMMARY



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WHERE HAVE ALL THE STUDENTS GONE?
A STUDY OF STUDENT ATTRITION AT JOHN TYLER COMMUNITY COLLEGE
Winter 1986 - Spring 1986

The Office of Institutional Research administers a survey once each year to students who leave after one or more quarters of attendance at the college. The purpose of the study is to (1) establish the student's primary goal for enrolling, (2) evaluate whether their goals were achieved, (3) identify reasons for their withdrawal, (4) ascertain their current activities (i.e., working, attending school), and (5) determine whether they plan to return to JTCC in the future.

At the beginning of each quarter, the Computer Center provides a printout of all students who were enrolled the previous quarter and did not return the current quarter. A total of 1,843 students were identified as non-returning between Winter and Spring 1986.

To avoid surveying duplicates, all non-returning first-time students enrolled in a curriculum were excluded from the population for this survey (N=90). The Comprehensive Retention Management Office, under the Title III program, is developing a student tracking system and has begun to survey and track all 1985-86 first-time students in a designated curriculum.

Because of the rapidly dwindling number of full-time students, the decision was made to include all full-timers who dropped out in the survey sample group (N=127). In addition, a systematic random sample of every sixth part-time student on an alphabetical printout was selected (N=248). Each of these students was mailed a single-sided questionnaire. The mailed instrument generated only a 15.2 percent response rate. Follow-up efforts were limited to telephone calls, which increased the response rate to 46.7 percent.

Below is a list of principal findings:

1. A greater proportion of part-time students dropped out, compared to their representation in the population.

2. Male students tended to drop out at a rate higher than females.

3. The percentage of non-returning students by ethnic status and by residence was proportionate to that of the total student enrollment.

4. Unclassified students accounted for almost three-fourths of all students who dropped/stopped out. The majority of the non-returning unclassified students were identified as upgrading skills.

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5. The degree/certificate programs that had the largest attrition rates were: Auto Diagnosis, Building Construction, Career Studies, Data Processing, General Studies and Welding.

6. Over three-fourths of the non-returning students had earned less than 16 cumulative credit hours.

7. Overall, 68 percent of the former students were in good academic standing.

8. More than one-half of the students that dropped/stopped out had a cumulative grade point average of 3.0 or better.

9. When asked why they chose to attend JTCC, almost one-half of the students who responded stated "they chose the college because it was close to home."

10. As expected, part-time students who dropped out tended to give "taking one or more job-related courses" as their primary goal for attending JTCC, while full-time students cited "pursuit of a degree, certificate or diploma."

11. Eighty-one percent of the students who responded to the survey said "that their courses at JTCC were helpful," while 11 percent were "uncertain" and 7 percent said "they were not very helpful."

12. When asked to give the reasons why they did not return to JTCC, 27 percent of the students stated "that they had completed the courses they desired to take." The next largest group (24 percent) said "they lacked time due to job requirements."

13. While more than three-fourths of the former students said "they were currently working," only 4 percent said "they were in school" and 3 percent were "in school and working." An additional 4 percent said "they were unemployed and seeking work" and 9 percent were "unemployed and not seeking work."

14. Twelve percent of the respondents said "they had received a promotion due to courses completed at the college."

15. Overall, 76 percent of the former students stated "that they plan to return to JTCC at a later date."

16. Students were asked to describe ways in which JTCC might improve its programs and services to future students. Some of the respondents said "offer more courses," "offer more morning classes at Watkins Annex," and "offer more classes during the summer."

The Office of Institutional Research will continue to work closely with the Title III staff in the Comprehensive Retention Management System Activity as they develop JTCC's Student Tracking System. Future research activity in the area of student retention will focus upon segmenting the dropout population by curriculum, goal (degree, certificate, etc.) and several demographic variables. It is felt that this type of refinement will assist the faculty and staff in their efforts to better counsel and advise students.

WHERE HAVE ALL THE STUDENTS GONE?
A Study of Student Attrition at
John Tyler Community College
Winter 1986 - Spring 1986

Introduction

The current challenge for higher education lies in what an institution can do to deliver learning, student growth, and success that leads to reenrollment or the desire of the student to return (Noel, 1986). In a time of declining revenue and a decrease in the number of students attending college, institutions are designing strategies to help retain students until they have achieved their educational goals.

With all the research and surveys being done, the discouraging news is that it is impossible to isolate a single cause for attrition; therefore no simple solution exists (Noel, 1986). One thing is certain: an institution must be multifaceted in its approaches to student retention, with everyone on campus participating in some manner. The literature supports attempts by colleges that would combine different approaches to improve retention. Several programs working together could have a symbiotic effect and result in increased effectiveness of retention efforts (Lenning, 1980).

This survey report represents one facet of the various approaches to address student retention that John Tyler Community College has implemented in recent years. The report aims to uncover the characteristics that are common among students who dropout/stopout, to gather information on why students leave, and to suggest ways in which the college might alter the delivery of academic and student services in order to retain more of its students.

DEFINITION OF TERMS

The following is a list of terms used in this study. Definitions are provided to assure mutual interpretations of the information given.

1. Retention - uninterrupted pursuit of one or more courses at the same institution or resuming one's studies after a period of withdrawal.
2. Attrition - failure to enroll in one or more courses in quarterly succession.
3. Dropout - an individual who leaves college and does not return for additional study.
4. Stopout - an individual who leaves college, but returns at a later time.
5. Persister - one who enrolls in one or more courses at the college without interruption.

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METHODOLOGY

At the beginning of each quarter, the Office of Institutional Research receives a printout from the Computer Center of all students who were enrolled the previous quarter and did not return the current quarter. Several data items are included on each student i.e., sex, race, curriculum, jurisdiction, full/part-time status, telephone number, cumulative hours, cumulative grade point average, and academic standing. A total of 1,843 students were identified as non-returning between Winter and Spring Quarter 1986.

To avoid surveying duplicates, all non-returning first-time students enrolled in a curriculum were excluded from the population for this survey (N=90). The Comprehensive Retention Management Office, under the Title III program, is developing a student tracking system and has begun to survey and track all 1985-86 first-time students in a designated curriculum.

Because of a rapidly dwindling number of full-time students, the decision was made to include all full-timers who dropped out in the survey sample group (N=127). In addition, a systematic random sample of every sixth part-time student on an alphabetical printout was selected (N=248) which yielded a 20 percent sample overall. Each of the students was mailed a single-sided questionnaire (see Appendix). The mailed instrument generated only a 15.2 percent response rate. Follow-up efforts were limited to telephone calls, which increased the response rate to 46.7 percent.

RESPONSE RATE

SAMPLE	N
Full-timers (all)	127
Part-timers	248
Total	375

RETURNS	N	%
Mailing	57	15.2
Telephone	118	31.5
Total	175	46.7

The data were key-punched and analyzed using SAS (Statistical Analysis System). The analysis was limited to frequencies and cross tabulations due to small expected cell frequencies in many cases.

TABLE 1
NON-RETURNING STUDENTS
BY SEX
WINTER 1986 to SPRING 1986

SEX	N	PCT
Male	880	48
Female	963	52
Total	1,843	100

Table 1 gives the distribution of non-returning students by sex. As shown, 52 percent of all non-returning students were female and 48 percent were male. Since males represent only 40 percent of all JTCC students and females comprise 60 percent, males tended to drop out at a slightly higher rate than females.

TABLE 2
NON-RETURNING STUDENTS
BY ETHNICITY
WINTER 1986 to SPRING 1986

ETHNICITY	N	PCT
White	1,423	77
Black	360	20
Other	60	3
Total	1,843	100

Non-returning students by ethnicity is presented in Table 2. The distribution shows that 77 percent of the students who did not return to the college were white, 20 percent were black, and 3 percent were in another category. This breakdown is very similar to the overall student population: 76 percent are white, 22 percent are black, and 3 percent are in another ethnic group.

TABLE 3
NON-RETURNING STUDENTS
BY ATTENDANCE STATUS
WINTER 1986 to SPRING 1986

ATTENDANCE STATUS	N	PCT
Full-time	127	7
Part-time	1,716	93
Total	1,843	100

Table 3 gives the summary of the full-time and part-time status of non-returning students. The overwhelming majority of all non-returning students attended JTCC on a part-time basis (93 percent), while only 7 percent attended full-time. College wide, about 18 percent of all students are full-time, and 82 percent are part-time.

TABLE 4
NON-RETURNING STUDENTS
BY JURISDICTION
WINTER 1986 to SPRING 1986

JURISDICTION	N	PCT
Amelia	10	**
Charles City	1	**
Chesterfield	660	36
Dinwiddie	60	3
Prince George	72	4
Surry	9	**
Sussex	10	**
Colonial Heights	117	6
Hopewell	137	7
Petersburg	181	10
Richmond	225	12
TOTAL IN SERVICE AREA	1,482	80
TOTAL OUT OF SERVICE AREA	361	20
GRAND TOTAL	1,843	100

** Less than 1 percent

Non-returning students by jurisdiction is shown in Table 4. The percentage of non-returning students that reside in each of the areas is proportionate to that of the college's population, with the exception of the "out of service area" students. This group of students usually represents about 10 percent of the total student population.

TABLE 5
NON-RETURNING STUDENTS
BY CURRICULUM
WINTER 1986 to SPRING 1986

CURRICULUM	ENROLLED WINTER '86	NON-RETURN SPRING '86	ATTRITION RATE
College Transfer*			
213 Business Admn (old)	51	15	29%
216 Business Admn (new)	79	22	28%
625 Education (old)	7	1	14%
624 Education (new)	11	3	26%
699 General Studies (old)	19	7	37%
697 General Studies (new)	84	9	11%
648 Liberal Arts (old)	13	3	23%
650 Liberal Arts (new)	15	5	33%
880 Science (old)	6	1	17%
881 Science (new)	16	2	12%
TOTAL	301	68	23%
Occupational/Technical			
203 Accounting	65	19	29%
901 Architecture	33	10	30%
909 Automotive	60	20	33%
236 Beverage Marketing	24	4	17%
209 Data Processing	218	83	38%
981 Electronics	121	32	26%
155 Funeral Services	64	10	16%
968 General Engineering	59	15	25%
480 Human Services	93	18	19%
938 Instrumentation	17	3	18%
212 Management	219	80	35%
156 Nursing	184	23	12%
464 Police Science	71	16	22%
276 Secretarial Science	67	21	31%
TOTAL	1,295	354	27%
Certificate			
910 Auto Diagnosis	5	2	40%
989 Building Construction	5	3	60%
221 Career Studies	43	34	79%
634 Child Care Aide	32	11	34%
218 Clerical Studies	36	11	21%
959 Machine Shop	17	5	29%
629 Teacher Aide	3	0	0%
995 Welding	8	3	37%
TOTAL	149	69	46%
Unclassified			
030 Audit	6	2	33%
023 Career Exploration	55	23	42%
022 Developing Skills	279	155	56%
027 High School Student	72	57	79%
028 Pending Curriculum	218	116	53%
024 Personal Satisfication	322	145	45%
029 Restricted Enrollment	62	12	19%
026 Transfer	76	36	47%
025 Transient	11	6	54%
021 Upgrading Skills	1,046	800	76%
TOTAL	2,147	1,352	63%
GRAND TOTAL	3,892	1,843	47%

Source: Non-Returning Student Report, Spring 1986 (ADM 788)

* College transfer curriculum codes changed effective June 1984 due to change in degree from AA or AS to AA/S. Effective June 1986, old codes are no longer valid.

Table 5 gives a list of curricula offerings at the college, the number of students who were enrolled in Winter 1986, non-returning students in the Spring, and the corresponding attrition rates. In reviewing the attrition rates, Career Studies students and Unclassified students, (specifically upgrading skills and high school students) had the highest dropout/stopout rates.

TABLE 6
NON-RETURNING STUDENTS
BY CUMULATIVE CREDIT HOURS
WINTER 1986 to SPRING 1986

CUMULATIVE HOURS	N	PCT
Less than 16	1,432	78
16 - 35	190	10
36 - 50	63	3
51 - 75	77	4
76 - 100	37	2
More than 100	44	2
TOTAL	1,843	99*

* Rounding Error

Over three-fourths of the non-returning students had earned less than 16 cumulative credit hours (Table 6). Ten percent of the students had earned 16 - 35 credit hours and a total of 11 percent earned 36 or more credits.

TABLE 7
NON-RETURNING STUDENTS
BY CUMULATIVE GRADE POINT AVERAGE
WINTER 1986 to SPRING 1986

GRADE POINT AVERAGE	N	PCT
Less than 1.00	287	16
1.00 - 1.99	205	11
2.00 - 2.99	401	22
3.00 - 4.00	950	51
TOTAL	1,843	100

Table 7 gives the distribution of non-returning students by cumulative grade point average. As shown, more than one-half of all

non-returning students had a grade point average (GPA) of 3.00 to 4.00. Twenty-two percent had a GPA of 2.00 to 2.99, 11 percent had a GPA of 1.00 to 1.99, and 16 percent had a GPA less than 1.00.

TABLE 8
NON-RETURNING STUDENTS
BY ACADEMIC STATUS
WINTER 1986 to SPRING 1986

ACADEMIC STATUS	N	PCT
Good Standing	1,259	68
Academic Warning	289	16
Academic Probation	49	3
Academic Suspension	6	**
Academic Dismissal	4	**
Reinstated	1	**
Dean's List	15	1
Honors List	40	2
No Standing Code	180	10
TOTAL	1,843	100

** Less than 1 percent

Non-returning students by academic status is presented in Table 8. A review of status codes revealed that 68 percent of the non-returning students were "in good standing," 16 percent were on "academic warning," and 3 percent were on "academic probation". Three percent of the non-returning students were dean's list or honors list students.

The remainder of this report summarizes the responses of those non-returning students who responded to our survey instrument.

TABLE 9
NON-RETURNING RESPONDENTS
BY SEX

SEX	N	PCT
Male	84	48
Female	91	52
Total	175	100

Of the non-returning students who responded to the survey, 84 or 48 percent were male and 91 or 52 percent were female (Table 9). The distribution of the respondents by sex is representative of the total number of non-returning students which was 48 percent male and 52 percent female.

TABLE 10
NON-RETURNING RESPONDENTS
BY ETHNICITY

ETHNICITY	N	PCT
White	139	79
Black	34	19
Other	2	1
Total	175	99*

* Rounding Error

As Table 10 indicates, 79 percent or 139 of the survey participants were white, 19 percent or 34 were black, and 2 or 1 percent were in another ethnic group. The distribution is similar to that of all non-returning students: 77 percent were white, 20 percent were black and 3 percent were in another ethnic group.

TABLE 11
NON-RETURNING RESPONDENTS
BY ATTENDANCE STATUS

ATTENDANCE STATUS	N	PCT
Full-time	30	17
Part-time	145	83
Total	175	100

Table 11 shows that of the 175 students surveyed, 17 percent or 30 students had full-time status (12 credit hours or more) during their last quarter of attendance. Eighty-three percent or 145 were part-time students. In an attempt to reach all full-time students, each of them was chosen to be surveyed. As a result, a higher percentage of full-time students responded to the survey (17 percent) in comparison to the total percentage of full-time non-returning students (7 percent). Part-time non-returning students were selected by systematic sampling.

TABLE 12
NON-RETURNING RESPONDENTS
BY JURISDICTION

JURISDICTION	N	PCT
Amelia	0	-
Charles City	0	-
Chesterfield	76	43
Dinwiddie	9	5
Prince George	8	5
Surry	3	2
Sussex	1	**
Colonial Heights	6	3
Hopewell	9	5
Petersburg	18	10
RIchmond	20	11
TOTAL IN SERVICE AREA	150	86
TOTAL OUT OF SERVICE AREA	25	14
GRAND TOTAL	175	100

** Less than 1 percent

Non-returning respondents by jurisdiction is shown in Table 12. The percentage of non-returning respondents that reside in each of the jurisdictions and outside the Service Area is closely representative of the total number of non-returning students.

TABLE 13
NON-RETURNING RESPONDENTS
BY CURRICULUM
WINTER 1986 to SPRING 1986

CURRICULUM	N	PCT
College Transfer		
213 Business Admn (old)	5	3
216 Business Admn (new)	3	2
699 General Studies (old)	1	**
TOTAL	9	5
Occupational/Technical		
203 Accounting	3	2
909 Automotive	3	2
236 Beverage Marketing	1	**
209 Data Processing	4	2
981 Electronics	4	2
155 Funeral Services	3	2
968 General Engineering	1	**
480 Human Services	3	2
212 Management	6	3
156 Nursing	4	2
464 Police Science	4	2
276 Secretarial Science	5	3
TOTAL	41	23
Certificate		
221 Career Studies	5	3
634 Child Care Aide	3	2
TOTAL	8	5
Unclassified		
023 Career Exploration	1	**
022 Developing Skills	10	6
027 High School Student	9	5
028 Pending Curriculum	8	5
024 Personal Satisfication	12	7
029 Restricted Enrollment	3	2
026 Transfer	3	2
025 Transient	1	**
021 Upgrading Skills	70	40
TOTAL	117	67
GRAND TOTAL	175	100

** Less than 1 percent

Sixty-seven percent of the non-returning respondents were unclassified students, with a larger percentage enrolled as "Upgrading Skills" students (Table 13). As found in Table 5, unclassified students overall had a much higher dropout/stopout rate than curricula students.

TABLE 14
ATTENDANCE STATUS OF
NON-REURNING RESPONDENTS
BY REASONS FOR CHOOSING JTCC

ATTENDANCE STATUS	REASONS FOR CHOOSING JTCC							
	Close to Home	Courses/ Programs	Job Req.	Other Reason	Inexpen-sive	Open Adm.	Finan Aid	Total
Full-time	12	11	3	2	1	1	0	30
Row Pct	(40)	(37)	(10)	(7)	(3)	(3)		(100)
Part-time	63	49	15	15	2	0	1	145
Row Pct	(43)	(34)	(10)	(10)	(1)		(1)	(99)*
Total	75	60	18	17	3	1	1	175
Row Pct	(43)	(34)	(10)	(10)	(2)	**	**	(99)*

* Rounding Error
** Less than 1 percent

Non-returning students were asked to give their reasons for choosing to attend JTCC. Almost three-fourths said they chose JTCC because it was "close to home." Other reasons were (in descending order): courses/programs, job requirements, "other" reasons, inexpensive, open admissions and financial aid. A surprising observation is that full-timers responded in a manner very similar to part-timers in this regard (Table 14).

TABLE 15
ATTENDANCE STATUS OF
NON-RETURNING RESPONDENTS
BY PRIMARY GOAL

ATTENDANCE STATUS	PRIMARY GOAL							
	Job-relat. Course	Degree, Certif. Diploma	Pers. Interest	Transfer	Help in Career Choice	Other	No Response	Total
Full-time	6	20	1	3	0	0	0	30
Row Pct	(20)	(67)	(3)	(10)				(100)
Part-time	68	36	25	5	2	8	1	145
Row Pct	(47)	(25)	(17)	(3)	(1)	(5)	(1)	(99)*
Total	74	56	26	8	2	8	1	175
Row Pct	(42)	(32)	(15)	(5)	(1)	(5)	**	(100)

* Rounding Error
** Less than 1 percent

Table 15 gives the attendance status of non-returning students by their primary goal for enrolling. As in past surveys, the majority of full-time students enroll to pursue a degree, certificate or diploma (67 percent). Yet, part-time students enrolled primarily to take one or more job related courses (47 percent), to obtain a degree, certificate or diploma (25 percent), or to satisfy a personal interest (17 percent).

TABLE 16
ATTENDANCE STATUS OF
NON-RETURNING RESPONDENTS
BY EXTENT TO WHICH COURSES
ASSISTED STUDENTS IN ACHIEVING GOAL

	EXTENT TO WHICH COURSES HELPED						
ATTENDANCE STATUS	Very Helpful	Some what Helpful	Uncertain	Not Very Helpful	Not at All Helpful	No Response	Total
Full-time	6	16	3	3	2	0	30
Row Pct	(20)	(53)	(10)	(10)	(7)		(100)
Part-time	66	54	16	4	3	2	145
Row Pct	(46)	(37)	(11)	(3)	(2)	(1)	(100)
Total	72	70	19	7	5	2	175
Row Pct	(41)	(40)	(11)	(4)	(3)	(1)	(100)

Non-returning students were asked to evaluate the extent to which the courses they took assisted them in achieving their goal (Table 16). Eighty-one percent responded that the courses were either "very helpful" or "somewhat helpful", 8 percent were uncertain and 7 percent said that they were "not very helpful" or "not helpful at all." A larger percentage of part-time students said the courses were helpful in comparison to full-time students.

TABLE 17
RANK ORDER OF REASONS WHY STUDENTS DID NOT COME BACK
BY ATTENDANCE STATUS

RANK	REASON	STATUS Full-time	Part-time	Total
1	Completed courses that I desired to take	5	50	55
	Row Pct	(9)	(91)	(100)
	Col Pct	(13)	(30)	(27)
2	Lack of time due to job requirements	8	40	48
	Row Pct	(17)	(83)	(100)
	Col Pct	(21)	(24)	(24)
3	Other reasons**	2	39	41
	Row Pct	(5)	(95)	(100)
	Col Pct	(5)	(24)	(20)
4	Courses that I needed were not available	5	11	16
	Row Pct	(31)	(69)	(100)
	Col Pct	(13)	(7)	(8)
5	Financial Problems	8	5	13
	Row Pct	(62)	(38)	(100)
	Col Pct	(21)	(3)	(6)
6	No longer interested in school	2	7	9
	Row Pct	(22)	(78)	(100)
	Col Pct	(5)	(4)	(4)
7	Medical Reasons	2	6	8
	Row Pct	(25)	(75)	(100)
	Col Pct	(5)	(4)	(4)
8	Was failing or not doing as well as wanted	5	2	7
	Row Pct	(71)	(29)	(100)
	Col Pct	(13)	(1)	(3)
9	Transfer to another college	1	4	5
	Row Pct	(20)	(80)	(100)
	Col Pct	(3)	(2)	(3)
10	Military Service	(0)	(0)	(0)
	TOTAL	38	164	202
	Row Pct	(19)	(81)	(100)
	Col Pct	(99)*	(99)*	(99)*

* Rounding Error
** "Other Reasons" are located in Student Comments Section

Table 17 gives a rank order of reasons why students did not return to JTCC by their attendance status. Students were asked to indicate as many reasons as were applicable. Overall, students who responded stated that the completion of the course(s) that they desired to take was the main reason for them not returning to JTCC. This reason was followed (in descending order) by "lack of time due to job requirements," "other" reasons, "courses needed were not available," "financial problems," "no longer interested in school," "medical reasons," "failing or not doing as well as wanted I to do," and "transfer to another college." None of the respondents indicated that military service prevented them from returning to the college.

In evaluating the responses, the rank order of the reasons why students did not return differed when comparing full- and part-time students. Part-time students' ranking of reasons was very similar to that of the total group of respondents, with "completed courses that I desired to take" and "lack of time due to job requirements" as the primary and secondary reasons.

Full-time students indicated that "financial problems" and "lack of time due to job requirements" were the two main reasons preventing their return.

TABLE 18
REASONS WHY STUDENTS DID NOT
COME BACK TO JTCC
BY GRADE POINT AVERAGE

	GRADE POINT AVERAGE					
REASONS	Less than 1.00	1.00 to 1.99	2.00 to 2.99	3.00 to 4.00	No Grade Given	Total
Completed courses that I desired to take	1	4	6	40	4	55
Row Pct	(2)	(7)	(11)	(73)	(7)	(100)
Lack of time due to job requirements	2	7	12	24	3	48
Row Pct	(4)	(15)	(25)	(50)	(6)	(100)
Other reasons	0	6	12	19	4	41
Row Pct		(15)	(29)	(46)	(10)	(100)
Courses that I needed were not available	1	0	5	9	1	16
Row Pct	(6)		(31)	(56)	(6)	(99)*
Financial Problems	0	6	4	2	1	13
Row Pct		(46)	(31)	(15)	(8)	(100)
No longer interested in school	0	1	1	5	2	9
Row Pct		(11)	(11)	(56)	(22)	(100)
Medical Reasons	0	2	2	3	1	8
Row Pct		(25)	(25)	(37)	(12)	(99)*
Was failing or not doing as well as wanted	0	5	2	0	0	7
Row Pct		(71)	(29)			(100)
Transfer to another college	0	2	0	3	0	5
Row Pct		(40)		(60)		(100)
Military Service	0	0	0	0	0	0
Row Pct						
Total	4	33	44	105	16	202**
Row Pct	(2)	(16)	(22)	(52)	(8)	(100)

* Rounding Error

** Some students selected more than one reason

A large percentage of students (whose grade point average was 3.0 or better) stated that their reasons for not returning to JTCC were: (1) they completed the courses that they desired, (2) lack of time due to job requirements, (3) "other" reasons, (4) no longer interested in school, and (5) courses needed were not available. Forty-six percent of the students with a GPA of 2.0 to 2.9 stated they had financial problems and 71 percent of the students with a GPA of 1.0 to 1.9 stated that they were failing or not doing as well as they wanted (See Table 18).

TABLE 19
REASONS WHY STUDENTS DID
NOT COME BACK TO JTCC
BY ACADEMIC STANDING

	ACADEMIC STANDING									
REASONS	Good Stand	Acad Warn	Acad Prob	Acad Susp	Acad Dism	Rein-state	Dean's List	Honors List	None Given	Total
Completed courses	42	5	0	0	0	0	1	3	4	55
Row Pct	(76)	(9)					(2)	(5)	(7)	(99)*
Lack of time	38	6	0	1	0	0	0	2	1	48
Row Pct	(79)	(13)		(2)				(4)	(2)	(100)
Other Reasons	29	6	2	0	0	1	0	2	1	41
Row Pct	(71)	(15)	(5)			(2)		(5)	(2)	(100)
Courses not available	11	2	0	0	1	0	0	1	1	16
Row Pct	(69)	(13)			(6)			(6)	(6)	(100)
Financial Problems	7	4	2	0	0	0	0	0	0	13
Row Pct	(54)	(31)	(15)							(100)
No longer interested	5	2	0	0	0	0	1	0	1	9
Row Pct	(56)	(22)					(11)		(11)	(100)
Medical Reasons	3	3	0	0	0	0	0	0	2	8
Row Pct	(37)	(37)							(25)	(99)*
Was failing/ not doing well	2	3	1	1	0	0	0	0	0	7
Row Pct	(29)	(43)	(14)	(14)						(100)
Transfer to another college	2	1	1	0	0	0	0	1	0	5
Row Pct	(40)	(20)	(20)					(20)		(100)
Military Service	0	0	0	0	0	0	0	0	0	0
Row Pct										
Total	139	32	6	2	1	1	2	9	10	202
Row Pct	(69)	(16)	(3)	(1)	**	**	(1)	(4)	(5)	(99)*

* Rounding Error
** Less than 1 percent

Table 19 gives the reasons which may have prevented students from returning to JTCC during the Spring 1986 by their academic standing. More than three-fourths of the students that indicated that they did not return to JTCC because they had completed the courses they desired to take were in good academic standing. Nine percent had been given an academic warning and 7 percent were Dean's or Honors List students. Seventy-nine percent of the students were in good academic standing and stated that they lacked time due to job requirements, 71 percent of the students gave "other" reasons, and 69 percent stated that the courses they needed were not available. More than one-half of the students that indicated they had financial problems were in good standing and 46 percent had been given an academic warning or placed on probation. Of the students who said they were failing or not doing as well as they wanted to do, 43 percent were given academic warnings, 14 percent were placed on academic probation and 14 percent were suspended.

TABLE 20
ATTENDANCE STATUS
OF NON-RETURNING RESPONDENTS
BY CURRENT EMPLOYMENT/EDUCATION STATUS

ATTENDANCE STATUS	CURRENT EMPLOYMENT/EDUCATION STATUS						
	In School	Working	Unempl & Seeking	Unempl & N/Seeking	In school & Working	Other	Total
Full-time	0	26	1	1	0	2	30
Row Pct		(87)	(3)	(3)		(7)	(100)
Part-time	7	109	6	15	5	3	145
Row Pct	(5)	(75)	(4)	(10)	(3)	(2)	99*
Total	7	135	7	16	5	5	175
Row Pct	(4)	(77)	(4)	(9)	(3)	(3)	(100)

* Rounding Error

The employment and educational status of non-returning students by full-time and part-time is given in Table 20. More than three-fourths of the non-returning students said they were working, 9 percent said they were unemployed and not seeking employment and 4 percent said they were unemployed and seeking work. In addition, 4 percent of the students were in school, 3 percent were in school and working, and 3 percent listed "other" activities.

It is interesting to note that a larger percentage of full-time students indicated that they were working (87 percent), compared to 78 percent of the part-time students who were either working or attending school and working.

TABLE 21
ATTENDANCE STATUS
OF NON-RETURNING RESPONDENTS
BY SCHOOL STATUS

ATTENDANCE STATUS	SCHOOL STATUS			
	Full Time	Part Time	No Response	Total
Full-time	0	0	30	30
Row Pct			(100)	(100)
Part-time	4	11	130	145
Row Pct	(3)	(7)	(90)	(100)
Total	4	11	160	175
Row Pct	(2)	(6)	(91)	(99)*

* Rounding Error

As shown in Table 20 and Table 21, none of the full-time respondents stated that they were enrolled in school. Of the former part-time students, 3 percent indicated that they were currently in school on a full-time basis and 7 percent were in school part-time.

TABLE 22
ATTENDANCE STATUS
OF NON-RETURNING RESPONDENTS
BY WORK STATUS

ATTENDANCE STATUS	WORK STATUS			
	Full Time	Part Time	No Response	Total
Full-time	18	6	6	30
Row Pct	(60)	(20)	(20)	(100)
Part-time	86	15	44	145
Row Pct	(59)	(10)	(30)	(99)*
Total	104	21	50	175
Row Pct	(59)	(12)	(29)	(100)

* Rounding Error

Overall, more than one-half of all the respondents stated that they were working full-time, 12 percent said they were working part-time, and 29 percent did not respond to this item. In reviewing full-time and part-time students who work full-time, both groups are very similar. Full-time student respondents tended to be employed on a part-time basis more than part-time students.

TABLE 23
ATTENDANCE STATUS
OF NON-RETURNING RESPONDENTS
BY PROMOTION

ATTENDANCE STATUS	PROMOTION			
	Yes	No	No Response	Total
Full-time	5	24	1	30
Row Pct	(17)	(80)	(3)	(100)
Part-time	16	120	9	145
Row Pct	(11)	(83)	(6)	(100)
Total	21	144	10	175
Row Pct	(12)	(82)	(6)	(100)

Although only 12 percent of the respondents said that they received promotion(s) due to the courses completed at the college, the rate is higher than that indicated by survey respondents one year ago (6 percent). Overall, 82 percent of the respondents indicated that they did not receive a promotion and 6 percent did not address this item.

TABLE 24
ATTENDANCE STATUS
OF NON-RETURNING RESPONDENTS
BY PLANS TO RETURN

ATTENDANCE STATUS	PLANS TO RETURN			
	Yes	No	No Response	Total
Full-time	20	9	1	30
Row Pct	(67)	(30)	(3)	(100)
Part-time	113	25	7	145
Row Pct	(78)	(17)	(5)	(100)
Total	133	34	8	175
Row Pct	(76)	(19)	(5)	(100)

Seventy-six percent of the respondents stated that they plan to return to John Tyler Community College at a later date. Nineteen percent indicated that they do not plan to return and 5 percent did not address this item. A larger percentage of part-timers said they plan to return in comparison to full-time students.

FINDINGS AND RECOMMENDATIONS

Below is a summary of the principal findings of this study:

1. A greater proportion of part-time students dropped out, compared to their representation in the population.

2. Male students tended to drop out at a rate higher than females.

3. The percentage of non-returning students by ethnic status and by residence was proportionate to that of the total student enrollment.

4. Unclassified students accounted for almost three-fourths of all students who dropped/stopped out. The majority of the non-returning unclassified students were identified as upgrading skills.

5. The degree/certificate programs that had the largest attrition rates were: Auto Diagnosis, Building Construction, Career Studies, Data Processing, General Studies and Welding.

6. Over three-fourths of the non-returning students had earned less than 16 cumulative credit hours.

7. Overall, 68 percent of the former students were in good academic standing.

8. More than one-half of the students that dropped/stopped out had a cumulative grade point average of 3.0 or better.

9. When asked why they chose to attend JTCC, almost one-half of the students who responded stated they chose the college "because it was close to home."

10. As expected, part-time students who dropped out tended to give "taking one or more job-related courses" as their primary goal for attending JTCC, while full-time students cited "pursuit of a degree, certificate or diploma."

11. Eighty-one percent of the students who responded to the survey said that their courses at JTCC were "helpful," while 11 percent were "uncertain" and 7 percent said they were "not very helpful."

12. When asked to give the reasons why they did not return to JTCC, 27 percent of the students stated that they had "completed the courses they desired to take." The next largest group (24 percent) said they "lacked time due to job requirements."

13. While more than three-fourths of the former students said they were "currently working," only 4 percent said they were "in school" and 3 percent were "in school and working." An additional 4 percent said they were "unemployed and seeking work" and 9 percent were "unemployed and not seeking work."

14. Twelve percent of the respondents said they had "received a promotion due to courses completed at the college."

15. Overall, 76 percent of the former students stated that they "plan to return to JTCC at a later date."

16. Students were asked to describe ways in which JTCC might improve its programs and services to future students. Some of the respondents said "offer more courses," "offer more morning classes at Watkins Annex," and "offer more classes during the summer."

The following are <u>recommendations</u> based on the principal findings:

1. That future research activity in the area of student retention focus upon segmenting the dropout population by curriculum, goal (degree, certificate, etc.) and along several demographic variables. The large group of unclassified students who do not return should be surveyed and treated distinct from those students enrolled in a curriculum.

2. That retention and advising strategies that are proven successful with community college students continue to be shared with faculty and staff on a regular basis.

REFERENCES

Lenning, Oscar T., Ken Sauer, and Philip E. Beal. "Student Retention Strategies," AAHE - ERIC/Higher Education Research Report Report No. 8, 1980.

Noel, Lee, Randi Levitz, Diana Saluri and Associates. Increasing Student Retention, Jossey-Bass, Inc., 1985.

JOHN TYLER COMMUNITY COLLEGE
NON RETURNING STUDENTS REPORT
WINTER TO SPRING 1986
COMMENTS

PART 1 - PURPOSE/GOALS

1. WHY DID YOU CHOOSE TO ATTEND JTCC?

DIVISION OF BUSINESS

Career Studies:
- Job related.

Police Science:
- Friends go here.
- Because a friend suggested it.

UNCLASSIFIED
- Offered through work
- Ft. Lee Outreach Program
- Time of courses offered
- All of the above
- Course offered on site at Philip Morris
- Friends recommended
- Ft. Lee
- On site at work
- On site (Food Lion)
- Offered at bank
- On site at VA Hospital
- Good reputation
- On site at High School
- Physics at the High School
- Offered on site at high school
- Offered at Ft. Lee
- Did not know

2. WHAT WAS YOUR PRIMARY GOAL IN ATTENDING JOHN TYLER COMMUNITY COLLEGE?

UNCLASSIFIED
- Take classes for real estate license.
- To take certificate renewed computer class.
- To get 6 credits in order to renew my teaching certificate.
- Take PE class for H.S.
- To prepare for college (high school student)
- SAT
- To qualify for government seal.
- SAT course
- SAT course

3. DID THE COURSE(S) YOU COMPLETED AT JTCC ASSIST YOU IN ACHIEVING YOUR GOAL?

UNCLASSIFIED
- Not finished the course yet

PART II - THE FOLLOWING IS A LIST OF REASONS WHICH MAY HAVE PREVENTED YOU FROM ATTENDING COLLEGE THIS QUARTER.

DIVISION OF BUSINESS

Accounting:
- Transportation

Business Management:
- Courses not offered at good time.
- Personal reasons
- Graduated (2 degrees)

Data Processing Technology:
- No time - children.

Police Science:
- Took a break
- No transportation.

DIVISION OF COMMUNICATIONS AND SOCIAL SCIENCES

Human Services:
- Hip operations (total hip replacement)
- Needed a break.

Child Care Aide:
- Getting married. Holding off on school for awhile.

General Studies:
- Pregnancy. Also I work full time & needed some time with my husband.

DIVISION OF ENGINEERING TECHNOLOGIES

Engineering Technologies - General
-Finished courses for 2 yr. Mechanical Engineering degree.

DIVISION OF MATHEMATICS, NATURAL SCIENCES, AND ALLIED HEALTH

Funeral Services:
- Graduated JTCC.

Nursing:
- Graduated
- I intend to return.
- Still at JTCC.

UNCLASSIFIED
- Already finished college.
- Attending
- TDY in Alabama
- The Dean could not allow me to register late because state wouldn't credit school with funds.
- Currently enrolled.

- Going to attend Reynolds.
- Courses at site over.
- Take a break-coming back in Fall
- Budgetary - Rotated - Boss took next course.
- Cancelled class
- Decided to take a break!
- Taking course at JTCC
- "One shot" arrangement, job requirement
- Home responsibility
- Going back in Fall
- Wanted break
- Take a break - back in Fall
- High School student
- Just graduated from high school and going away this fall
- High school student
- Won't say
- Summer and kids
- Was difficult
- Needed a break
- Didn't like the course

PART III - EMPLOYMENT/EDUCATION STATUS

1. WHAT ARE YOU CURRENTLY DOING? If in school, name institution. If working, please give place of employment.

DIVISION OF BUSINESS

Accounting:
- E. R. Carpenter

Beverage Marketing
- John Tyler

Business Management:
- Taco Bell Manager
- Comarco, Inc.
- Auto Lease
- Avis Rent-A-Car
- RSVP, Inc.
- Sovran
- Virginia Power
- Bank of Virginia
- Defense Center

Business Administration (Old):
- Ft. Lee
- Ukrops
- Deluxe Check Printers
- Philip Morris

Business Administration (New):
- Petersburg, Virginia
- Winn Dixie
- K-Mart

Career Studies:
- Virginia Power
- Virginia Power
- Virginia Power
- Virginia Power, Surry Nuclear Power Station

Data Processing Technology:
- City of Richmond
- NCR

Police Science:
- Sheriff's Department - State of Virginia
- Red Lobster

Secretarial Science:
- Various
- Central State
- Bank of Virginia
- Diversified Data Corporation
- Chesterfield MH/MR Center

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

Human Services:
- St. South Regional Medical Center
- Central State
- Philip Morris

Child Care Aide:
- Dr. Kilbourne (Dental office)
- Manager, Puritan Cleaners

DIVISION OF ENGINEERING TECHNOLOGIES

Automotive Technology:
- Post Office
- Mitchell Distributing

Electronics
- Colonial Heights Convalescent Center
- Virginia Diesel
- Movie Time Video
- JTCC

DIVISION OF MATHEMATICS, NATURAL SCIENCES, AND ALLIED HEALTH

Funeral Services:
- Sears
- Funeral Home
- Gould Funeral Home

Nursing:
- In our business, mother to "babies"
- Marshall Dept. Store
- MCV

UNCLASSIFIED
- Circled "In School" and designated JTCC
- Regents College - USNY
- Virginia State University
- Brigham Young University (extension course)
- VCU
- VCU
- Virginia Tech
- High School student
- High School student
- J. Sargent Reynolds
- U.S. Civil Service, Ft. Lee, VA
- The Bank of Southside Virginia
- None
- Dupont Credit Union
- Agrimetrics Associates, Inc.
- Large firm
- T.L. Davis Auto Repair
- Petersburg Department of Social Services
- Norfolk State University
- Pioneer
- Stone Container Corp.
- Seaboard System Railroad
- Richmond School Board
- Philip Morris
- The American Tobacco Company
- American Tobacco Company
- Self-employed
- Reynolds Metals
- Ft. Lee
- Iron Worker (working out of town)
- Cardwell Machine Shop
- U.S. Army, Ft. Lee, VA
- Pioneer Federal Savings & Loan Assoc.
- Hanover Tire
- City of Petersburg
- Children Hospital, Richmond
- Ft. Lee
- Ft. Lee
- Retired
- Doctor's Office
- Virginia Federal Saving & Loan
- Food Lion
- Dupont Credit Union
- Norfolk State University

- New West Chiropractic Clinic
- JTCC (Ft. Lee)
- Petersburg General & Central
- Fibers Division, Allied Chemical
- Lowes Hardware
- Ft. Lee
- Carter Myers & Associates & Autolease
- Central Fidelity Bank
- Kenbridge Const. Co.
- At home business
- A school district
- Central State Hospital
- Water Authority
- State of Virginia
- VA Hospital
- MAPCON
- Veterans Adm. Hospital
- Homemaker
- Heritage Chevrolet
- Igometric
- Homemaker
- Dartsmith Learning Center
- Own Plumbing Business
- Southern Gravure Service
- Ft. Lee
- Doctor's Office
- Salisbury Country Club
- Ryans Family Steak House
- Doctors' Office
- Own business
- Applegate Reality
- Richmond Public Schools
- The Book Exchange (owner)
- Virginia Power
- Honeywell Inc.
- J.W. Herberts
- Self-employed
- Homemaker
- Homemaker
- Law Office
- Titmus Optical
- Computer Science
- Homemaker
- Shultz & James, Inc.
- Allied Chemcial
- Free lance architect
- Colonial Heights Medical Center
- Drug Store
- Homemaker
- Ft. Lee
- Ft. Lee
- Ft. Lee
- VA Dept. of Highway & Transportation
- Ft. Lee

- Petersburg Housing Authority
- Adams & Norton
- Steak & Ale
- A.D. Price Jr. Funeral Home, Inc.

OTHER COMMENTS:

DIVISION OF COMMUNICATION & SOCIAL SCIENCES

Human Services:
- Recuperating.

DIVISION OF ENGINEERING TECHNOLOGIES:

Automotive Technology:
- Going into Air Force

2. DO YOU PLAN TO RETURN TO JTCC AT A LATER DATE?

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

Child Care Aide:
- Maybe

UNCLASSIFIED
- Uncertain
- Circled "yes" and wrote "if on site"
- 7 respondents indicated "possibly"

PART IV - PLEASE DESCRIBE WAYS IN WHICH JTCC MIGHT IMPROVE ITS PROGRAMS OR SERVICES TO FUTURE STUDENTS.

DIVISION OF BUSINESS

Accounting:
- School gave me a lot of chances when I didn't know what I really wanted to do.

Business Management:
- Instruction in Auto Mechanics was lacking. (Changed curriculum)
- Good classes.
- Reduce student enrollment for continuation of classes in curriculum programs.

Business Administration (Old):
- Liked school in general.

Business Administration (New):
- Loved it!!

Career Studies:
- Very helpful and well structured course.

Data Processing Technology:
- Increase number of courses offered.
- Add a communications course in computers, etc.

Police Science:
- More variety of subjects to choose from in a particular curriculum per quarter.
- Teachers are too easy, do not push students.

Secretarial Science:
- Offer Spanish I more than once a year.
- Transportation to a lot of students. There are people willing to learn. If they can't get there, how could they?

DIVISION OF COMMUNICATIONS & SOCIAL SCIENCES

Child Care Aide:
- I found the Child Care program very helpful. It helped me when I was working with children. I changed professions because of the pay. I was very pleased with the program.
- Liked school.
- Add more morning classes at Watkins Annex.

Human Services:
- Closer to Southside C. C., but JTCC is so much better.

DIVISION OF ENGINEERING TECHNOLOGIES

Automotive Technology:
- Courses should be offered as a regular class and not just through ELI.

Engineering Technology - General:
- Screen part time professors that teach at night!

DIVISION OF MATHEMATICS, NATURAL SCIENCES, AND ALLIED HEALTH

Funeral Services:
- Enjoyed it.

Nursing:
- Pretty Good
- Offer more courses in summer.

UNCLASSIFIED
- Programs and Services are outstanding at present time.
- I have no suggestions. I have had excellent instructors.
- Teachers are good.
- Enjoyed it; made it easy for working person to attend.
- I was very upset at not being able to enroll late. I felt the decision was arbitrary. I am a good student & enjoy the stimulation provided by additional education. I feel each case should be judged on its own merit.

- Course was so short, didn't have a chance to form an opinion.
- He has been a continuing student.
- Very good course.
- English course wasn't good at all (College Grammer).
- Campus is too far away from Richmond; would like one closer!
- None that I know of.
- Need more help in computer lab.
- The weekend programs are nice for people who work & want to condense classes into a short period of time.
- Really liked the school.
- No problems.
- Course was useful.
- Course was very good & very useful.
- In Richmond.
- Liked school very much; very friendly people.
- The course was great, offer more on site.
- Course was more specific than desired.
- More evening courses - I specifically needed Anatomy & Physiology which I will take at VCU in the evening.
- Computers were not always readily available for use at class time. This is frustrating for students, as well as teachers.
- Offer courses at variety of times (of day).
- Instructors very helpful.
- No improvements needed.
- Instructors very good.
- Found course satisfactory.
- Offer more courses on site.
- Excellent.
- Very nice school.
- Some teachers (adjunct instructors) seem to have difficulty getting ideas across.
- Pave all parking facilities.
- Watkins Annex was great.
- Real Estate course was not good. Modern Real Estate Practice (Book used)
- I know there is no space for a fitness room, but I think one would be great.
- Enjoyed the classes.
- Air conditioning and less crowding in Aerobics class.
- Acoustics are awful at Watkins Annex.
- School needs more up to date visual aid equipment.
- Good course & nice people.
- Excellent programs.
- None at this time.
- I liked the school.
- I would have liked to take a further course in word processing but could not attend a 5:30 p.m. class. My first WOPR class was in the morning and had the follow-up class been in the morning, I would have taken it.
- Offer more night courses, aerobics, for example.

- I took 2 Data Processing courses; we rarely used the required books. Maybe new books are needed.
- Very pleased with course.
- Faculty advisor lacked college transfer knowledge.
- Have clock repair course and do a good job here.
- Expand courses at Watkins Annex.
- Very interesting class; was nice to have it in the high school.
- Wasn't a good course; too rushed.
- Instruction was lacking.
- Enjoyed course, helps a lot at work.
- Good instructors.
- Night courses aren't offered at enough different times.
- It's alright the way it is. Thank you.

APPENDIX

JOHN TYLER COMMUNITY COLLEGE
Chester, Virginia 23831

Dear Former Student:

Our records indicate that you did not return to John Tyler Community College this quarter. We are interested in finding out if you accomplished your objective for enrolling. Your comments will also assist us in improving our courses, programs and services to better meet the needs of future students.

Won't you help us by taking a few moments to respond to the items below? Your responses will be treated confidentially and summarized along with those from other former JTCC students.

Please circle (1) as many items as are applicable and provide comments where appropriate.

Thank you for your cooperation.

F. W. Nicholas, Sr.
President, JTCC

PART I - PURPOSE/GOALS

cc 4 1. Why did you choose to attend JTCC? (Circle one only)

(1) Close to home
(2) Inexpensive
(3) Open Admissions
(4) Courses/Programs
(5) Financial Aid
(6) Job Requirements
(7) Other _____ (please specify)

cc 5 2. What was your primary goal in attending John Tyler Community College? (Circle one only)

(1) To take one or more job related courses
(2) To obtain a degree, certificate or diploma
(3) To take a few courses to help me make a career choice
(4) To complete courses in order to transfer to another college
(5) To satisfy a personal interest
(6) Other _____ (please specify)

cc 6 3. Did the course(s) you completed at JTCC assist you in achieving your goal?

(1) Yes, very helpful
(2) Yes, somewhat helpful
(3) Uncertain
(4) No, not very helpful
(5) Not helpful at all

42/43

Part II - The following is a list of reasons which may have prevented you from attending college this quarter. Please circle as many items as are applicable and provide comments where appropriate.

cc 7 (1) Courses that I needed were not available
cc 8 (2) Was failing or not doing as well as I wanted to do
cc 9 (3) Completed course(s) that I desired to take
cc 10 (4) Lack of time due to job requirements
cc 11 (5) Financial problems
cc 12 (6) Medical reasons
cc 13 (7) Military service
cc 14 (8) Transfer to another college _____ (specify college/university)
cc 15 (9) No longer interested in school
cc 16 (10) Other _____ (please specify)

Part III - EMPLOYMENT/EDUCATION STATUS

cc 17 1. What are you currently doing?

(1) In school _____ (name of institution)
(2) Working _____ (place of employment)
(3) Unemployed and seeking work
(4) Unemployed and not seeking work
(5) Other _____ (please specify)

cc 18 2. If in school, are you
(1) Full time
(2) Part time

cc 19 3. If working, are you
(1) Full time
(2) Part time

cc 20 4. Have you received a promotion as a result of a course(s) that you completed at JTCC?
(1) Yes
(2) No

cc 21 5. Do you plan to return to JTCC at a later date?
(1) Yes
(2) No

Part IV - Please describe ways in which JTCC might improve its programs or services to future students.

ATTENTION: Before mailing, please fold so that the self-addressed, postage paid permit information is shown on the outside. No envelope is needed--simply drop in the mailbox.

Thank you for your assistance.

5/86

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